Communicating and working with parents

Parents and guardians are any school’s strongest allies for helping students achieve and thrive to their fullest potential. Robust two-way communication with students’ families cultivates a relationship between the home and the school that puts the families squarely on the school’s team when working with students.

### Parent Participation Rates

The percentage of students in the school whose parents responded to the SALT Survey.

![Graph showing parent participation rates for 2001-02, 2002-03, and 2003-04 for this school compared to the state.]

- **This school**
- **The state**

### What Parents Say

Percent who report they agree or strongly agree that:

- This school views parents as important partners.
- The school and I have different goals for my child.
- My child is learning as much as he/she can at this school.

![Bar chart showing what parents say for this school and the state.]

### What Parents Say

Percent of parents who report that the school does well:

- Contacts me if my child does something well or improves
- Contacts me if my child is having a problem
- Responds to my concerns and requests within a reasonable time
- Includes parents on school committees such as curriculum, budgets and school improvement
- Has a parent-teacher conference with me
- Asks me to volunteer at the school

![Bar chart showing what parents say for this school and the state.]

### What Teachers Say

Percent who say that weekly or daily:

- They meet with individual parents to solve problems and provide assistance.
- Teachers on their team or grade level maintain positive relationships with students’ parents.
- Two-way communication between home and school is essential to effective education.

![Bar chart showing what teachers say for this school and the state.]

### Teacher practices and attitudes

- **This school**
- **The state**
- **NA: Too few responses to report**

![Bar chart showing teacher practices and attitudes for this school and the state.]

### Information Works! School Year 2003-2004

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